**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:**  **2nd** | | | **Date(s)**: |
| **Unit Title:**   |  | | --- | | Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task:**   |  | | --- | | Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?   |  |  | | --- | --- | | How do you know the value of a number?   |  | | --- | | How do patterns help me skip count? | | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   |  | | --- | | *The PTA has chosen you to help organize and restock the school supply store. The store has some supplies leftover from last year. The PTA needs 1,000 of each item available in the school supply store. You will need to count the total number of pencils, erasers, glue sticks, paper, and crayons and determine how many more of each item the PTA needs to order. The PTA has a limited budget for our school supply store so it is important for you to get the exact numbers needed and report your findings to the PTA treasurer.* | | | **Student:**  **Inventory Investigation Part 1** | | | |  | | --- | | place value  hundreds  tens  ones skip count  counting on  efficient  accurate | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   |  |  | | --- | --- | | |  | | --- | | ***2.NBT.2***  Count within 1,000; skip count by 5’s, 10’s and 100’s. | | | | | | | |
| **I Can Statement(s):**  **Skip Count to find the total number of items** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | | | | |
| **Teacher Directed: Read the instructions** | | | | | |
| **Guided Practice: None** | | | | | |
| **Independent Practice: Complete Inventory Investigation Part 1** | | | | | |
| **Closing/Summarizing Strategy: Tomorrow the PTA president will let us know how well we did with the inventory. If we do well, she said she may have another job for us.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  |  |  | | --- | --- | --- | | Skip count by numbers other than 2’s, 5’s and 10’s. |  |  | | | | Have pictures of materials for students to manipulate when counting.  Cut each shelf apart or enlarge the school store inventory poster to allow the students to focus on counting one item at a time. | | | Pre-teach vocabulary: ***total***  Have pictures of material for students to manipulate while counting.  Help students make a personal math dictionary with the word wall pictures/cards and key vocabulary to refer back to throughout the year. |
| **Assessment(s): See independent practice** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |